



NATIONAL NURSING ACADEMY
MINISTRY OF HEALTH

Standards for Workplace-Based Nursing Education

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INTRODUCTION

The National Nursing Academy (NNA) has developed the Standards for Workplace-Based Nursing Education to ensure workplace-based nursing programmes and courses delivered by the Healthcare Institutions (HCI) are of quality, integrity and meeting the healthcare needs of our population. The standards aim to assure the public that nurses have achieved agreed professional outcomes and competencies through completion of an accredited workplace-based nursing programme /course. These standards are adapted from the Singapore Nursing Board's (SNB) Standards for Nursing Education (2019). Each standard has identified measurable quality indicators. The standards form the basis for accrediting workplace-based nursing programme / course.

Institutions applying for NNA accreditation for their workplace-based nursing programmes and/or courses must meet the NNA Standards for Workplace-Based Nursing Education.

What is the purpose of having Standards for Workplace-Based Nursing Education?

The Standards for Workplace-Based Nursing Education are designed to promote collaboration, partnership, and responsiveness to the healthcare needs of patients and communities. The standards aim to support nurses' continuing professional education, enhance nursing competence, expertise, and performance. This will ultimately enable nurses to serve as partners with other healthcare professionals in redesigning and reforming efforts across the healthcare system of Singapore.

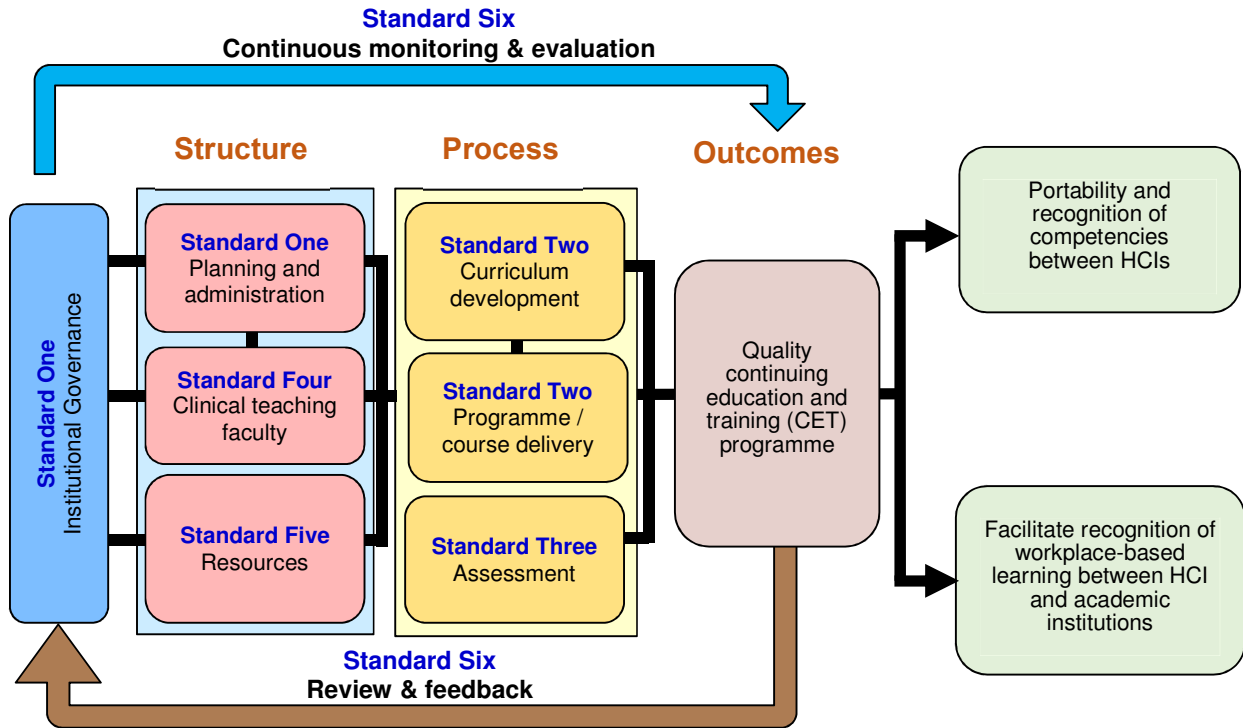
Benefits of Accreditation

Accreditation refers to the process by which a statutory or accrediting body evaluates an institution, programme or course as meeting the required standards necessary for providing an education service as set by the regulatory or accrediting body (Singapore Nursing Board, 2019). It is a mark of quality. Delivering a programme or course that meets the standards for workplace-based nursing education:

1. ensures that the programme is of quality, integrity and meets healthcare needs;
2. assures employers that the programme or course has undergone and withstood external scrutiny, i.e. nurses who have successfully completed the programme or course have attained an acceptable level of competence;
3. assures nurses that the programmes or courses have met the required national standards and are recognised across local healthcare institutions or settings;
4. facilitates recognition of prior learning between healthcare and academic institutions through advanced standing (i.e. transfer of credits to recognise workplace-based learning)
5. facilitates the progression of nurses throughout their careers;
6. enables clinical faculty members of education and training institutions to receive ongoing professional development necessary to maintain the quality and standards of the programmes or courses.

NNA Accreditation Framework for Workplace-Based Nursing Education

The NNA accreditation framework for workplace-based nursing education is organised into six standards, as follows:



(Adapted from: Singapore Nursing Board, March 2019)

Collectively, the accreditation structure, process and outcomes provide the foundation for establishing standards for workplace-based nursing education that are transparent, accountable and responsive to the profession and the public it serves.

STANDARD ONE: INSTITUTIONAL GOVERNANCE

The institution that provides education for nurses shall ensure policies and practices reflect professional nursing standards and meet the needs and expectations of the community. Policies and practices are consistent with the Accreditation Standards for Workplace-Based Nursing Education of the National Nursing Academy (NNA).

Quality Indicators

- 1.1. The Head of Nursing Services /Training Department or equivalent shall be responsible for maintaining nursing professional standards and accreditation requirements in all aspects of the programme as stipulated by NNA.
- 1.2. The nursing programme or course is led by a Registered Nurse.
- 1.3. There is evidence that current policies and procedures guide the programme or course administration, management and evaluation.
- 1.4. Nursing clinical faculty are involved in the development, review and revision of programme policies and practices.
- 1.5. A record of the learner's education in the programme or course maintained for verification shall include:
 - attendance records
 - assessment outcomes and results, and
 - modules completed

STANDARD TWO: CURRICULUM DEVELOPMENT

The curriculum provides correlated theory and practice to prepare learners with a level of competence required for safe and effective nursing care at the level relevant to the programme or course offered.

Quality Indicators

- 2.1. The programme or course shall specify the target learners.
- 2.2. The curriculum is developed by nurses who have formal education or experience in curriculum development (or both), are subject matter expert(s) and are currently practicing.
- 2.3. The curriculum provides evidence of:
 - (i) assessment of needs;
 - (ii) a focus on the nursing response to healthcare needs of the population;
 - (iii) nursing as the primary focus of the programme;
 - (iv) integration of theory with practice;
 - (v) linkages between subject objectives, content, workplace-based assessments and learning outcomes;
 - (vi) teaching and learning strategies that enable the development of clinical reasoning, problem-solving and critical thinking to achieve the expected outcomes of the programme or course;
 - (vii) a logical sequence of learning experiences;
 - (viii) alignment with nationally recognised nursing competency frameworks.
- 2.4. The clinical practice allows for purposeful or focussed learning where the learner is guided or supervised in the application and integration of knowledge and skills, and acquisition of professional attitudes. [\(applicable to programmes or courses that require clinical practice\)](#).
- 2.5. There is evidence of representation from nurses in practice to review and revise the programme or course. [\(Not applicable to initial accreditation\)](#)

STANDARD THREE: ASSESSMENT

The curriculum incorporates a variety of approaches to workplace-based assessment. The workplace-based assessment and evaluation of learning is a continuous process of providing feedback on learners' progress and achievement of learning outcomes.

Quality Indicators

- 3.1. The assessment of workplace-based learning:
 - (i) is based on a variety of strategies that are aligned with the subject area, learning objectives, competencies, and expected learning outcomes;
 - (ii) measures the integration and application of knowledge, skills, attitudes and behaviours required for professional nursing practice;
 - (iii) has an explicit marking rubric for each workplace-based assessment component; and
 - (iv) has a consistent approach to workplace-based assessment across modules or subjects that are periodically reviewed and updated.
- 3.2 The assessors shall have experience or expertise in the subject area. They shall show evidence of completion of a preparatory course on workplace-based assessment.

STANDARD FOUR: CLINICAL TEACHING FACULTY

The institution has sufficient qualified and capable clinical teaching faculty to provide leadership and to teach and guide learners to attain the objectives and outcomes of the nursing programme or course.

Quality Indicators

- 4.1. The clinical teaching faculty have appropriate professional qualifications and experience for the subject they teach.
- 4.2. Clinical teaching faculty shall show evidence of completion of a preparatory course or equivalent in teaching, learning and assessment.
- 4.3. There shall be evidence of ongoing competence and development in teaching and learning for clinical teaching faculty:
 - periodic evaluation by learners and/or peers
 - continuing professional education

STANDARD FIVE: RESOURCES

The institution has adequate and appropriate facilities and resources to support the programme or course objectives and outcomes.

Quality Indicators

- 5.1. There is evidence of:
- (i) human resources to support the development and implementation of the programme or course;
 - (ii) physical resources (e.g. classrooms, laboratories, tools and materials, equipment, library, instructional technology facilities, audio-visual aids, offices and spaces) that are accessible to faculty and learners to enable the achievement of programme outcomes

STANDARD SIX: PROGRAMME OR COURSE EFFECTIVENESS AND QUALITY IMPROVEMENT

The education institution utilises a systematic process to determine programme or course effectiveness with an emphasis on continually improving the quality of teaching and learning experience and the competence of its learners.

Quality Indicators

- 6.1. Feedback obtained from the quality improvement processes is incorporated into the programme or course to improve both theoretical and practical learning for learners.
- 6.2. There is evidence of regular review, monitoring evaluation and revision of programme or course contents and learning methodologies to incorporate emerging issues surrounding nursing practice, healthcare trends and policy reforms.

GLOSSARY OF TERMS

Term	Definition
Assessors	Clinical faculty conducting assessments at the workplace.
Accreditation	The process by which a statutory or accrediting body evaluates an institution, programme, course or curriculum as meeting the required standards necessary for providing an education service as set by the regulatory or accrediting body.
Assessment	An evaluation method, process and record.
Clinical practice placement	Part of the education process which takes place in any practice setting in hospitals or the community.
Competency	The necessary knowledge, skills and attitudes a nurse must possess in order to perform a set of defined activities to an expected standard
Curriculum	The totality of the education programme or course that is coherent in structure, processes and outcomes which link theory to practice in the professional educational preparation of a nurse.
Evaluation	The process used to determine the standard and success of a programme, course or curriculum in order to make modifications to develop, maintain or enhance the programme, course or curriculum.
Experience	Knowledge, skills and attitudes derived from participation in related professional practice.
Expertise	A high level of specialised knowledge, proficiency or skills.
Clinical teaching faculty	People who are involved formally or informally in teaching role(s) at their respective healthcare institutions, or in a department of a healthcare institution and are engaged in curriculum development and review, marking or grading of assessments, module(s) and programme or course evaluation.
Clinical skill-based course	A short course of study leading to a Certificate of Completion or Competence of specific clinical skills (e.g venepuncture, administration of intravenous medication) with the potential of being recognised by other healthcare institutions and facilitate portability.
Institution	An institution refers to a healthcare organisation or equivalent establishment providing workplace-based nursing education programmes or courses.
Workplace-based nursing programme or course	All nursing programmes or courses conducted at the workplace ranging from short structured programmes to clinical skill-based courses that are intentional and planned to facilitate learning. The defining characteristic of a workplace-based nursing programme or course is that it is an addition, alternative or complement to formal education within the process of lifelong learning of nurses.
Outcome	Result or effect of completion of the workplace-based educational programme or clinical skill-based course.
Professional development	The process of maintaining or expanding knowledge or skills specific to nursing practice.
Short-structured programme	A short-structured course of study conducted at the workplace with the potential of being recognised by academic institutions through advanced standing (i.e. transfer of credits to recognise workplace-based learning).
Workplace-based assessment	Workplace-based assessment refers to regular assessment of nurses' practices in the work environment to ascertain their work performance ¹ (including the provision of regular, constructive feedback on work performance).
Singapore Nursing Board (SNB)	A statutory authority established under the Nurses and Midwives Act which is charged with protecting the safety of the public through regulating the standards of training and education, scope of practice, and professional conduct and ethics of nurses, midwives and Advanced Practice Nurses in Singapore.
Standard	Statement of a defined level of quality, which articulates the expectations of the learning outcomes of the programme or course.
Teaching experience	Teaching experience includes formal teaching in a classroom setting, in-service teaching, facilitating workshops, clinical supervision and assessment.

(Adapted from: Singapore Nursing Board, March 2019)

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